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CO 605 Treating the Serious Mentally Ill: Treatment Modalities and Referral Coordination

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CO 605 Treating the Seriously Mentally Ill: Treatment Modalities and Referral Coordination

Area of Counseling and Pastoral Care

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Prerequisite: CO 601

Office Hours: By appointment
Office: 232

Class Time: Sept. 5th: 1-5 & 6th: 9-5
Enrollment Limit: 10

Course Description:

In order to function as a competent counselor, one must develop skills in diagnosing, treating and referring a variety of problems with which one may be confronted. In order to do this one must be thoroughly familiar with a variety of treatment modalities. This particular course is focused on working with those individuals with serious mental illness. This course will also consider the impact of serious mental illness on the family as well as the role of the family in care and support. A concern for Christian spirituality as it influences treatment for the serious mentally ill will be considered throughout the course.

Course Goals:

At the end of this course, students should be able to:

1. Describe and differentiate between various types of diagnoses associated with serious mental illness;
2. Explain and evaluate the various treatment approaches for the serious mentally ill and their families;
3. Articulate the processes and procedures for arranging appropriate referrals for the serious mentally ill and their families;
4. Consider the relevant concepts and perspectives of Christian spirituality for the treatment of serious mental illness

Required Texts:

Rowan, T. & O'Hanlan, B. (2003). *Solution-Oriented Therapy for Chronic and Severe Mental Illness*. New York: W.W. Norton. ISBN: 03393704238; 180 pps.

Marsh, D. T. (2001). *A Family-Focused Approach to Serious Mental Illness: Empirically supported interventions* (Practitioner's Resource Series). Professional Resource Exchange. ISBN: 1568870698, 110 pps.

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Greene-McCreight, K. (2006). *Darkness is my only companion*. Grand Rapids, MI: Baker. ISBN: 1587431750

The texts above should be fully read before the first day of class.

Recommended Texts: (Choose one from this list for assignment described below)

Amador, X. (2007). *I am not sick. I don't need help (2nd Ed)*. New York: Vida Press.

Earley, P. (2007). *Crazy: A father's search through America's mental health madness*. Berkley Trade.

Green, M.F. (2003). *Schizophrenia Revealed: From neurons to social interactions*. New York: WW Norton.

Jamison, K. (1997). *The Unquiet Mind*. New York: Vintage Books.

Lachenmeyer, N. (2001). *The Outsider: A journey into my father's struggle with madness*. New York: Broadway Trade Paperback.

Moorman, M. (2002). *My Sister's Keeper: Learning to cope with a sibling's mental illness*. New York: W. W. Norton & Company Inc.

Saks, E. R. (2007). *The Center Cannot Hold: My journey through madness*. New York: Harper & Row, Publishers, Inc.

Course Policies:

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

Each student is expected to complete the reading assignments as outlined in the class schedule. *Informed* participation is expected and considered in your final grade.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin. See rubric at the end for more details.

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As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted in printed form by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Gender Inclusive Language

Gender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. **Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.**

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission. Because of the nature of this course, assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Exchange of papers, questions and all other written information related to our course would be managed through the course's webpage in Moodle. The following information can help you find the support for any technical questions you may have related to the use of that resource.

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Virtual Support Contact Information:

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

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The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Virtual Media Copyright Information

By the using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.

Grading Rubrics:

If you review the rubric carefully before you begin your assignment then you will know the standards to evaluate your work. Rubrics can be found at the end of this syllabus.

Course grading:

| | | | |
|----|-----|----|----------|
| A | 94+ | C | 73 |
| A- | 90 | C- | 70 |
| B+ | 87 | D+ | 67 |
| B | 83 | D | 63 |
| B- | 80 | D- | 60 |
| C+ | 77 | F | below 60 |

Course Requirements:

1. Reading Requirements and Participation 11%
You are expected to read the assigned texts before the first day of class and engage actively in class discussions and tasks. Poor participation will hurt your grade significantly.
2. Book Reviews 39 % Due: September 27th
You will write three book reviews, the first two on the required texts for the class and the third one would be based on your chosen book from the recommended reading list. The book reviews should follow the guidelines from *How to Write a Book Review for CO 605*.
3. Integrative Class Journal 50% Due: September 27th

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The integrative class journal is a 9-10 page document that demonstrates your grasp of the course material and that describes how the course material took hold of you. Your integrative class journal is NOT a stream of consciousness document that discloses how you feel about persons with severe mental illness. Instead it is closer to a integrative summary of the class content that also discusses how the various materials have reinforced, challenged, or changed your understanding of working with persons with severe mental illness and their families. See grading guide for specific details.

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How to Write a Book Review for CO605
Created by Toddy Holeman

Introduction

Book reviews provide a comprehensive summary and critique of the text. In this class you will write **three** book reviews. The first two will be on the required texts and the third one will come from the recommended reading list.

Your book review should be no longer than 750 words. This means that you can waste few words on clever paragraphs and cute introductions. You need to get to the point quickly, yet thoroughly. But a book review is more than just a summary of the content. It also demonstrates your thoughtful engagement with the text as it relates to the field of counseling at large.

Some questions to ask yourself as you read:

- ☐ What is the main thesis argued in this text? What is the overall aim of this book? What form do(es) this text's central argument(s) take?
- ☐ What skills or knowledge does this text assume? Are these assumptions acknowledged and/or supported?
- ☐ Do you see points of contact between this book or writer and others with which you have interacted in this course? Other books or writers you know?
- ☐ How helpful is this writer/book for your study in this course? What models for practice might arise from this material? How might this material inform practices you know or in which you have been involved?
- ☐ What are the strengths of this book? Weaknesses?

Writing Book Reviews

1. Primary Matters. By way of exposing you to alternative viewpoints and in order to foster critical thinking, book reviews of various lengths are assigned. In this case your book reviews will range from 3-4 pages, typed, double-spaced, using a standard, 12-point font like Times New Roman with one-inch margins (or approximately 750 words in length).

Reviews should develop along two avenues. First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. This part of the review might be thought of as a summary, in a sense, of the entire volume but with an eye to several important questions, including: What is the book's fundamental aim? Central theme(s)? Presuppositions? Method(s)? Second, the review should engage the book critically and personally. Does the book accomplish its aim? Is the book understandable? Are its assumptions defensible? Is its argument cogent? How has the reading of this book shaped you? In what way, if at all, do you regard this as an important book? Whenever possible, you should situate your critique of the book within the larger discussion of the subject.

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(2) References. Usually, a book review will refer to only one book—namely, the book being reviewed. In this case, the heading for the review should include the relevant bibliographical information in correct APA style. Thus:

Worthington, E. L., Jr. (2001). *Five steps to forgiveness: The art and science of forgiving*. New York: Crown Publishers.

Your name will appear at the end of the review.

As with any written assignment, book reviews should include proper APA referencing of direct citations. This is most easily accomplished in a book review by in-text notes. For in-text notes, the proper form to follow would be (page). Thus:

According to the author, “unforgiveness is slow-cooked through vengeful rumination into resentment, hatred, hostility, anger, fear, stress, and bitterness (p. 32).”

Notice that quotation marks, not italics, are used to set off the citation. Notice also that the in-text reference comes after the second set of quotation marks but before the final period.

In some cases, a review will include references to other books as well. If your book review refers to books in addition to the book being reviewed, use the same heading as before, but change the form of your in-text notes and add a complete bibliography. In this case, the proper form to follow for in-text notes is (Author’s last name, date, page). Thus:

According to the author, “this commentary aims to consider the various facets of the context in which the writer and his initial readers lived and thought: the religious assumptions, the political framework and structures of power, and above all the sociocultural features of the author and the initially intended readers” (Kee, 1997, p. 13).

For the bibliography, follow correct APA style as modeled above with Worthington.

On all questions of style, including those related to references and bibliography, see the current edition of the American Psychological Association Publication Manual. Remember when writing a book review, or any other written assignment at Asbury Theological Seminary, that the Seminary has adopted a policy on inclusive language. You can find this policy in the student guidebook, available in the ATS Info, Student Information on First Class Client.

(3) A Possible Outline. Book reviews come in many forms. If you are unfamiliar with this “genre,” you might want to look at a few examples in journals like *Journal of Psychology and Christianity* or *Journal of Psychology and Theology*. One outline (but hardly the only one) that is quite effective is the following (remember that the relative length of each section will depend on the overall length of the assignment):

The Beginning (1 or 2 paragraphs)

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- ☐ Identify the author and her book.
- ☐ Situate the book in a larger context or discussion.
- ☐ State the book's primary contribution.
- ☐ State the book's primary aim(s) and approach.

The Middle—Part 1 (1 pages)

- ☐ Provide a brief outline of the book.
- ☐ Sketch the book's contents, taking care to represent the substance of the book on its own terms. Give your implied reader (that is, the person who has not read this book but who wants to be introduced to it) a generous accounting of the main threads of the book's argument.
- ☐ Be sure that you deal with the whole book—and not only your favorite part or with the material you found least or most compelling.

The Middle—Part 2 (1 page)

- ☐ Engage the book critically and personally. How does this book impact the way that you look at persons with chronic and severe mental illness?

The End (1 paragraph)

- ☐ Write a conclusion—not to the book, but to your book review. Sum up the importance and/or liabilities of this book for your reader.

(4) Grading. My assumption in grading book reviews is that more is anticipated of a critical review at the graduate level than at the undergraduate. I assume that you should be able to manage communicating the substance of the book (that is, “The Middle—Part 1”) with relative ease. If you introduce the book well, deal competently with the content of the book, and conclude your review appropriately, this will earn your review a grade in the “B” range. When I assign a review a grade of “B+” or higher, this is because these basics are covered *and*, to varying degrees, the review has impressed me with its attention to critical engagement, its independence of thought, its creativity of reflection, and the like. This usually relates to what I have called “The Middle—Part 2,” but it can also relate to how well the book is positioned in the wider conversation (“The Beginning” and “The End”).

Because much of counseling is about *communication*, I treat seriously a number of issues related to *presentation*: style, format, proper spelling, proper grammatical usage, and so on. My typical practice is to edit the first page heavily, but not to edit the whole paper.

- ☐ Presentation is factored into the grade of this and all written assignments.
- ☐ I would strongly urge you to use but not to trust your spell-checker.

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- ☐ There is no substitute for careful and repeated proofreading, including proofreading by a friend (if you can recruit one to help you in this way!).
- ☐ I do make allowances for persons whose first language is not English.

Book Review Grading Rubric

| | Excellent | Good | Weak |
|---------------------|--|---|---|
| Content | Accurately and thoroughly summarized content. | Accurate reporting of content. | Inadequate or inaccurate reporting of content. |
| Critical Engagement | Creative and thoughtful engagement of text. Identifies strengths and weaknesses. Sets this work in the context of other counseling theories or techniques. Supports observations well. | Identifies strengths and weaknesses in a straightforward manner. Links this work to others in the field of counseling. Some support is given for opinion. | Little critical engagement of the text is evident. Evaluates work with terms like “good”, “poor” and the like with little support. Or minimum critical engagement is present. |
| Presentation | No grammar or spelling errors. | Few grammatical and spelling errors. | Many grammatical and spelling errors. |
| Form | Adheres to APA format with no errors. | Adheres to APA format with only minor errors. | Fails to adhere to APA format, or has many format errors. |
| | | | |

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Grading Rubric for Reflection Journals

| | Possible | Earned |
|---|----------|--------|
| 1. To what degree does the journal accurately and thoroughly integrate material from the required texts into the body of the essay? | 40 | |
| 2. To what degree does the journal reflect a critical and thoughtful engagement with the testimonies of persons with severe mental illness (either in person or through media)? | 20 | |
| 3. To what degree does the journal demonstrate a greater understanding of how one might work with persons with severe mental illness and their families? | 20 | |
| 4. To what degree does the journal reflect academic, graduate writing? | 10 | |
| 5. Organization, spelling, format | 10 | |

TOTAL